

Professional Faculty Development Formation Through Course Refresher in Assessing and Facilitating Teaching Learning

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ABSTRACT: *The study aims to identify the process formation of professional faculty development through course refresher in assessing and facilitating teaching learning among the respondents as to skills productivity, school culture, update training trends, and development of teaching management. Hence, the mixed method is utilized in the research process through Focused Group Discussion (FGD) in the concrete analysis of the study. Likewise, purposive sampling is employed in the study which is convenience sampling drawn in accessible sources of the researcher in gathering the sample size of the population target process. The study comprised one hundred seventy five (175) respondents only. Results show to create things simple, focus plan, and faculty to stay on set tasks for success and clear outcome, skills productivity shows to improve focused of employee program and benefit toward performance goals of the school organization, school culture shows to build strong relationships which is one of the core values of Higher Education Institution to breed positive culture, update training trends shows to design the capability of faculty to improve approach in teaching trends based on the needs of students' learning process, and development of teaching management shows to define best possible teaching and development management to emphasize positive behavior for the learners-based needs teaching process. Findings show that there is a significant relationship on the process of professional faculty development through course refresher in assessing and facilitating teaching learning as observed among the respondents.*

KEYWORDS: Formation of professional faculty development, course refresher, assessing faculty teaching and learning, productivity skills, school culture, update training trends, and development of teaching management

INTRODUCTION

Formation of professional faculty development is the process to coach teachers to improve and help task performance expected in the school organization and system. It is essential in faculty

development for the course design and improvement in teaching skills implementation during the course refresher in assessing and facilitating teaching and learning (CRAFT) which becomes effective and resourceful for faculty formation. It is a systematic process of training and workshops to improve various skills in designing and implementing professional development plans, engage in school activities, leadership skills, and educational skills. It is a program on workshop, training, and seminars in support of teaching and learning improvement offered by the Higher Education Institution. It enhances pillars of excellence in the academic program and enhancement, success and life cycle of faculty in terms of professional services, teaching, and learning. It focuses on faculty development context in sustainable progress of formation and professional faculty development. It measures faculty competency and performance level and skills. It involves various challenges in technical skills and innovation to mold and shape students' learners to the fullest. This involves formation of professional development in self-management, planning, communication, administration and strategic action. It collaborates formation of professional faculty development on competency level such as values, skills, attitude, knowledge, and mind. It influences a distinct discipline for success and interaction through coaching, pastoring, tutoring, training, and conflict, (Mallillin, & Mallillin, 2019). Hence, formation and professional development among faculty examines the educational setting on teaching and intervention as to student performance, learning activities, student interest, direct instruction, and learning reflection. It contributes to identifying the characteristics of a faculty in adapting the model theory of teaching as to being resourceful, effective, efficient, honest, creative, adaptable, enthusiastic, and talented. Formation of professional faculty development provides open communication and transparency for growth and knowledge of teachers, (Mallillin, 2022, pp. 99-121).

On the other hand, the formation of faculty professional development is necessary since it provides academic life and tools. It covers services on professional development, research, innovation and teaching. It adds stability and strength for faculty development programs. It advocates teaching and commitment for faculties in the educational organization and system. It plays a role in professional development growth for faculties. It supports professional development and formation in academic tasks, aspects, and emphasizing teaching and learning processes. It promotes formation on professional development responsibility for growth, teaching experiences, and professional collaboration. It provides concepts in the instructional understanding process for professional development formation. It processes the good teaching and learning process skills and degrees for action and manner of thinking. It constitutes intellectual work and complex formation of professional development processes. It exposes regular reflection and information of new trends among faculties inherent to activities for better professional development. It creates pedagogy for professional development formation discipline in the school organization. It strengthens formation and professional development academic experience for faculty. It integrates knowledge for faculty development formation that influences students' academic performance. It considers that faculty is molding and shaping students as the centers of learning pedagogy. It identifies the process of learning through formation of professional faculty development. Faculty handles quality education

and access for professional development formation in effective teaching and learning utilization, (Mallillin, et al., 2020). Notably, the contribution of formation of professional faculty development integrates knowledge during the training of CRAFT. It influences faculties in teaching and integration of knowledge and belief which is focused for students as the centers of learning. It identifies issues of learning enhancements and integration of knowledge through CRAFT and formation of professional faculty development. It is a system of management among faculties as a flexible program focuses on the success of students, (Mallillin, et al., 2020).

Moreover, the process of professional faculty development through course refresher in assessing faculty teaching and learning becomes the priority in the various academic institutions of Higher Education Institution. It improves academic program and quality of education for faculty formation and development. It responds to faculty emerging needs in the educational institution system process. It creates a faculty formation development program effectively for the needful. It engages formation of professional faculty development. It develops the formation and implementation of professional development programs for educational faculty roster. This includes roles, expectation, and understanding for faculty. It develops trust and respect for faculty. It addresses the consistent ability and wide perspective for the success and impact of faculty formation and development setting. It connects organizational and institutional culture for faculty professional development formation. It solicits efficient and effective feedback. It meets and designs various program and implementation formations for professional faculty development needs. It implements formation, participation, reward structure and development programs for faculty. It builds collaboration, learning-based, culture, shared vision, and teamwork. It identifies the power and formation of faculty development programs and success through CRAFT motivation, productivity and satisfaction. It strengthens faculty participation and educational activities that engage in faculty development, (O'Sullivan, & Irby, 2021). Formation of professional faculty development implements the CRAFT and training program for competency-based faculty school organization. It requires assessment for professional faculty development formation activities. It provides initiatives for faculty development in teaching and learning support. It designs proper formation and faculty development programs through various activities that enhance professionalism in teaching and learning, (Yilmaz, et al., 2021, pp. 48-64).

Similarly, the contribution formation of professional faculty development on course refresher in assessing teaching and learning focuses on exploring the educational system as to identity professional development. It is regarded to strengthen activities for skills and knowledge in the formation of professional faculty development as to concept and thinking to actual behavior in the educational setting. It explores formation of professional faculty development enhancement that focuses on teaching and learning skills, instructional development for the learners, and advances for school organization interrelationship efficiency and effectiveness. It is considered an efficient instrument in the improved performance of teaching and learning. It cultivates and encompasses extensive faculty professional development in the educational system. It identifies process

formation of professional faculty development through CRAFT integral personal experiences in teaching and learning. It provides formation training context on professional development systems. The contribution of professional faculty development enhances skills and knowledge in the teaching process. Formation of professional faculty development characterizes personal identity, roles, and social identity of teachers. Formation of professional faculty development applies various teacher theory involves and designs teaching work in the area of novelty and change. It is effective for professional development faculty in adapting necessary functions of effective work activities in teaching and learning. It assesses and describes adaptability approaches for faculty development formation and experiences, (Mallillin, 2021). Yet, formation of professional faculty development leads to job satisfaction because it nurtures teaching careers and conviction for students as the centers of learning. The faculty development formation plays a role catalyst in various teaching careers through formation of knowledge design in the CRAFT program of the university. It is an ethical profession for faculty that needs to uplift and boost morale for professional faculty development and formation. It explores the teaching career of faculty motivation profession as noblest among all. It identifies characters of faculty to explore emotion, and outcome performance in the educational system, (Mallillin, 2021).

Furthermore, the issues, gaps and challenges for faculty formation and development on course refresher in assessing faculty teaching and learning struggle on professional value in education. It challenges issues and gaps in balancing work, family, and study. Faculty is trying to manage workload, demand of the educational system, family, and studies for professional growth and formation. It challenges solutions for professional development, formation, career and success. Time seems to be one of the issues and gaps as the biggest culprit in the professional development formation commitment in the educational system. Most of the faculties are crammed with schedules from home activities and families, school demands, and studies for professional formation and development such as setting priorities, and proactiveness. Another challenge would be balancing work, study, and life as to crunch anticipation of time, and realization of professional development formation. This includes managing work while inside the classroom as to value professional formation, (Hursen, 2021, pp. 515-533). Lastly, it designs teaching processes and learning through the CRAFT program in line with knowledge and approach to faculty development. It equips with proper formation on various order of skills, professional faculty development as to creative thinking, critical thinking, and solving problems as expected in the CRAFT and skills. It discusses the impact of CRAFT among faculty training programs and context, (Harima, Krocak, & Repnik, 2021).

Statement of the Problem

1. What is the process formation of professional faculty development through course refresher in assessing and facilitating teaching learning among the respondents?

2. What makes the process of professional faculty development through course refresher in assessing and facilitating teaching learning among the respondents?
3. Is there a significant relationship on the process of professional faculty development through course refresher in assessing and facilitating teaching learning as observed among the respondents?

Hypothesis

There is a significant relationship on the process of professional faculty development through course refresher in assessing and facilitating teaching learning as observed among the respondents.

Theoretical Lens

The study is anchored on “Professional Development System Theory for Quality Education” as formulated by (Mallillin, & Laurel, 2022) as this theory identifies the contribution of professional development faculty in the educational system and setting. It develops a system approach for faculty skills in various theories such as reflection theory, effectiveness theory, implementation theory, knowledge theory, and acquiring theory. It shows how to develop simple processes, knowledge, and application of learning. It provides an understanding knowledge instruction process in teaching. It contributes to faculty professional development in classroom teaching and organized system implementation. It focuses on the process of effective communication skills for both lecturers and learners. It equips and accesses the privilege of learning outcome support and mindset of students as the centers of learning. It adopts professional development standards for effective guidance and designs for teaching and learning processes. It evaluates and describes tools for lecturers learning observed processes. It reflects faculty thoughts in analyzing, collecting, and observing the teaching process. It provides quality education and concepts for faculty development formation.

Research Design

The research design employed the mixed method which is focused on group discussion. It quantifies the process of professional faculty development through course refresher in assessing and facilitating teaching learning among the respondents as to productivity skills, school culture, update training trends, and development of teaching management. Likewise, to measure and analyse the process formation of professional faculty development through course refresher in assessing and facilitating teaching learning among the respondents. Mixed-method is a complementary method principled with both quantitative and qualitative approach of research. It offers adaptive and flexible design and framework of conducting simple mixed-method processes. It analyzes the notable works and discusses the designs, types, and challenges of the research in general, (Dawadi, Shrestha, & Giri, 2021, pp. 25-36).

Sampling Techniques

Purposive sampling is employed in the study. It is a convenience sampling drawn in an accessible source of the researcher. It is a characteristic that defines the relevant and purpose of the study. It generalizes the population of samples gathered to meet the target quota of the respondents that can validate the study under investigation. It explains the concept and identifies the sample size involved and practices. It represents the source of the sample drawn in professional faculty development formation through CRAFT, (Andrade, 2021, pp. 86-88).

Participants of the Study

The subjects of the study are the faculties of both private and public Higher Education Institutions locally and internationally. They underwent a course refresher in assessing the faculty teaching and learning through in house training programs. The study comprised one hundred seventy five (175) respondents only.

RESULTS

What is the process formation of professional faculty development through course refresher in assessing and facilitating teaching learning among the respondents?

Indicators	WM	I	R
1. It creates things simple, a focus plan, and faculty to stay on set tasks for success and clear outcome.	4.21	SA	1.5
2. It introduces classroom learning experiences in the educational setting and system for a tremendous change and improves teaching immersive methods.	4.00	A	11.5
3. It helps to develop the improved teaching management and implementation for teaching and learning to the fullest.	4.18	SA	4.5
4. Shows unity, respect, and understanding that no one is left behind where camaraderie is observed from time to time.	4.09	A	8.5
5. It motivates employees in the most difficult time and crucial understanding of individual work.	3.77	A	14
6. It encourages employees to focus and maintain performance on skills and productivity improvement.	3.38	A	15.5
7. Training updates design the capability of faculty to improve approach in teaching trends based on the needs of students' learning process.	4.20	SA	3
8. It helps to develop goals and access to the educational system that can be achieved effectively in development management teaching for faculty.	3.38	A	15.5

9. It helps to improve classroom interactivity through the trend of teaching utilizing advanced technology for quality education output results.	4.13	A	7
10. School culture builds strong relationships which is one of the core values of Higher Education Institutions to breed positive culture.	4.03	SA	10
11. It defines best possible teaching and development management to emphasize positive behavior for the learners-based needs teaching process.	4.09	SA	8.5
12. Improves advanced technology for teaching approach on outcome-based teaching for students as the centers of learning.	3.89	A	13
13. It influences support and improves performance of every employee to make the school climate focus on strong relationships as one team in the educational system.	4.15	A	6
14. It is determined to provide positive reward and behavior in teaching and learning during the delivery of the module.	4.00	A	11.5
15. It improves productivity in focusing employee programs and benefits toward performance goals of the school organization.	4.21	SA	1.5
16. It strengthens positive behavior of employees to reinforce better school culture in the educational system of the university.	4.18	A	4.5
Average Weighted Mean	3.99	A	
Standard Deviation	0.268		

Table 1 presents the weighted mean and the corresponding interpretation on the process formation of professional faculty development through course refresher in assessing and facilitating teaching learning among the respondents.

It shows that rank 1 is shared by the two indicators which are “It creates things simple, focus plan, and faculty to stay on set tasks for success and clear outcome” and “It improves productivity in focusing employee programs and benefits toward performance goals of the school organization”, with a weighted mean of 4.21 or Strongly Agree. Rank 2 is “Training updates design the capability of faculty to improve approach in teaching trends based on the needs of students' learning process”, with a weighted mean of 4.20 or Strongly Agree. Rank 3 is also shared by the two indicators which are “It helps to develop the improved teaching management and implementation for teaching and learning to the fullest”, and “It strengthens positive behavior of employees to reinforce better school culture in the educational system of the university”, with a weighted mean of 4.18 or Agree. The least in rank is also shared by the two indicators which are “It encourages employees to focus and maintain performance on skills and productivity improvement”, and “It helps to develop goals and access educational system that can be achieved effectively in development management teaching for faculty”, with a weighted mean of 3.38 or Moderately Agree. The overall average weighted mean is 3.99 (SD=0.268) or Agree on process formation of professional faculty

development through course refresher in assessing and facilitating teaching learning among the respondents.

1. On the significant relationship on the process formation of professional faculty development through course refresher in assessing and facilitating teaching learning as observed among the respondents

Table 2: Test of Significant Relationship on the Process Formation of Professional Faculty Development through CRAFT as observed among the respondents

Test of Variables as Observed by the Respondents	z computed value	comparison	z critical value	Decision
Process of Formation of Professional Faculty Development of CRAFT	101.9587548	>	±1.96	rejected
two-tailed test with z critical value of ±1.96 at 0.05 level of significance				

Table 2 presents the test of significant relationship on the process formation of professional faculty development through course refresher in assessing and facilitating teaching learning as observed among the respondents.

As revealed in the table, when the variables are tested on the formation of professional faculty development it shows that z computed value is higher than the z critical value of ±1.96, at 0.05 level of significance which resulted in significant in the relationship and rejection of hypothesis. Therefore, it is safe to say that there is a significant relationship on the process of professional faculty development through course refresher in assessing and facilitating teaching learning as observed among the respondents.

2. On the thematic analysis on what makes the process formation of professional faculty development through course refresher in assessing and facilitating teaching learning among the respondents

Table 3: Thematic Analysis and Core Ideas of the Formation of Professional Faculty Development Through CRAFT among the Respondents

Themes	Response of the Participants	Core Ideas
Skills Productivity	Agree	<ul style="list-style-type: none"> ● task success and clear outcome ● crucial understanding of work ● employee programs and benefits ● performance of skills and productivity
School Culture	Agree	<ul style="list-style-type: none"> ● camaraderie is observed ● breed positive culture ● strong relationships as one ● reinforce better school culture
Update Training Trends	Agree	<ul style="list-style-type: none"> ● advanced technology teaching approach ● teaching trends ● quality education output ● classroom learning experiences
Development of Teaching Management	Agree	<ul style="list-style-type: none"> ● teaching management and implementation ● positive reward and behavior ● learners-based needs teaching ● goals and access to the educational system

A. Skills Productivity Among the Respondents

Skills and productivity for professional faculty development formation are measured through accomplishment and performance in the school organization such as involving in the university reputation and academic success. It explores efficiency through molding and shaping students as the centers of learning. It helps to improve the educational system and quality of teaching. It contributes to planning and policy-making for the educational system as a competent university around the globe. It determines the impact factor of faculty development formation through research and development of the process and system quality education and teaching-learning. This can boost productivity skills of the faculty in the Higher Education Institution, (Tahsildar, & Hasani, 2021, pp. 229-238). The participants say that :

“It creates things simple, focus plan, and faculty to stay on set tasks for success and clear outcome”. (T1, P116 & P28)

“It motivates employees in the most difficult time and crucial understanding of individual work”. (T1, P99 & P12)

“It improves productivity in focusing employee programs and benefits toward performance goals of the school organization”. (T1, P123 & P16)

“It encourages employees to focus and maintain performance on skills and productivity improvement”. (T1, P108 & P20)

School Culture Among the Respondents

School culture in the educational setting and system refers to beliefs and values of the school identity as basis for defining and identifying school character. Schools with better leaders, faculties, and staff appreciate and continue to improve the system from good, better, and best. An excellent administrator improves school culture to provide competent teaching and quality education which focuses on students as the centers of learning in all aspects of the educational system and process. It focuses on enhancing learning activities and educational services, monitors and develops policies and actions for faculty school performance, and pays attention to school culture components, (Ilham, 2021, pp. 173-182). The participants say that:

“Shows unity, respect, and understanding that no one is left behind where camaraderie is observed from time to time”. (T2, P98 & P17)

“School culture builds strong relationships which is one of the core values of Higher Education Institutions to breed positive culture”. (T2, P113 & P15)

“It influences support and improves performance of every employee to make the school climate focus on strong relationships as one team in the educational system”. (T2, P92 & P11)

“It strengthens positive behavior of employees to reinforce better school culture in the educational system of the university”. (T2, P105 & P26)

Update Training Trends Among the Respondents

Update training trends are necessary to equip faculties for the latest technology and scientific development of the new university school requirements especially on the role of educational system formation and faculty development. It integrates the need for updated curricula approach and trend in the educational system and setting. It identifies necessary trends in teaching and learning programs in education. It focuses on providing a prospective program for updated training and analyzing designs for basic educational system faculty development formation on innovation needs. It focuses on the future of education program and system, trends in the latest teaching in the now normal, educational modalities, students requirements, and characteristics of educational program and system, (Ramírez-Montoya, et al., 2021).

“Improves advanced technology for teaching approach on outcome-based teaching for students as the centers of learning”. (T3, P101 & P29)

“Training updates design the capability of faculty to improve approach in teaching trends based on the needs of students’ learning process”. (T3, P129 & P21)

“It helps to improve interactivity in the classroom through the trend of teaching utilizing advanced technology for quality education output results”. (T3, P112 & P25)

“It introduces classroom learning experiences in educational settings and systems for a tremendous change and improves teaching immersive methods”. (T3, P86 & P14)

Development of Teaching Management Among the Respondents

Development of teaching management enhances expertise of faculties that need to be given emphasis as part of CRAFT in the school program. It analyzes professional vision, and faculty preservice in the classroom management development. It provides concerns on faculty classroom management as to the monitoring process. Effective classroom management has an impact on substantial cognitive, emotion, and behavior outcomes of faculty development formation. It is defined as maintaining and creating a learning environment that explores student engagement. It requires faculty professional management inside the classroom. It mediates classroom management of faculty knowledge and performance. It enables students to identify faculty situations in a classroom complex and interpret crucial connections of teaching and learning appropriate for knowledge based reasoning faculty development formation. It establishes an effective process of situation in classroom management. It requires practice and opportunity for skills and faculty development in an authentic setting, (Prilop, Weber, & Kleinknecht, 2021). The participants say that:

“It helps to develop the improved teaching management and implementation for teaching and learning to the fullest”. (T4, P100 & P21)

“It determines to provide positive reward and behavior in teaching and learning during the delivery of the module”. (T4, P116 & P28)

“It defines the best possible teaching and development management to emphasize positive behavior for the learners-based needs teaching process”. (T4, P132 & P26)

“It helps to develop goals and access to the educational system that can be achieved effectively in development management teaching for faculty”. T4, P 108 & P29)

DISCUSSION

The process of professional faculty development through course refresher in assessing and facilitating teaching learning among the respondents shows to create things simple, focus plan, and faculty to stay on set tasks for success and clear outcome where it improves productivity in focusing employee programs and benefits toward performance goals of the school organization. Likewise, it shows that training updates design the capability of faculty to improve approach in teaching trends based on needs of students' learning process which means professional training and provision has concepts on advanced training faculty development formation in the school setting. It indicates a pedagogical competency system in the modern trend of educational systems in the now normal setting. It formulates proper formation on professional faculty development. It applies knowledge on pedagogical competence of faculty development professional skills and development, (Kondratyev, Kazakova, & Kuznetsova, 2021, pp. 24-35). On the other hand, the process of formation of faculty development helps to improve teaching management and implementation for teaching and learning to the fullest. It also emphasizes the positive behavior of employees to reinforce better school culture in the educational system of the university. It encourages employees to focus and maintain performance on skills and productivity improvement. This includes development of goals and access to educational systems that can be achieved effectively in management teaching for faculty. It describes classroom management and planning such as inhibiting support, and implementation of classroom management to increase the process of learning. It increases the strategy process of learning, (Setyaningsih, & Suchyadi, 2021, pp. 99-104).

Furthermore, skills productivity among the respondents show to improve the focus of employee programs and benefits toward performance goals of the school organization which means it creates things simple, focus plan, and faculty to stay on set tasks for success and clear outcome. It emphasizes the well-being and interest of faculty employees in understanding the gap mediating the concept and role of the school management system in the educational setting as formation of faculty development performance. It provides insights on skills productivity in faculty development formation which is implemented in the CRAFT as part of the goals in the university or school organization. It determines the well-being of employees and performance. It examines skills, productivity of faculties in the organization and work demands. It explores leadership formation of faculty development on employee well-being. It engages genuine implementation of leadership and behavior to foster faculty direct performance, (Salas-Vallina, Alegre, & López-Cabrales, 2021, pp. 333-347). Indeed, skills productivity on professional faculty development formation encourages employees to focus and maintain performance on skills and productivity improvement which motivates employees in the most difficult time and crucial understanding of individual work. It assesses the preference and motivation of faculty in a multinational context or educational setting and system. It explores motivational factors on the status of faculties in the

school organization. It shows that skills productivity have an equal treatment among faculties which is essential in the school atmosphere, (Acha-Anyi, & Masaraure, 2021, pp. 575-591).

Subsequently, school culture among the respondents shows to build strong relationships which is one of the core values of Higher Education Institution to breed positive culture where it strengthens positive behavior of employees to reinforce better school culture in the educational system of the university. It is considered as one of the improvements and innovations for a competitive environment. It is an essential strategy in school culture to continue the focus of the organizational system and self-development of faculties. It provides factors on the effect of school organization innovation as part of the CRAFT program to energize faculties to the fullest. It explains self-determination and impact innovation to mediate in the Higher Education Institution which is essential in the school setting and system. It provides opportunities for faculty and staff in the school organization to enhance productivity skills on training awareness through CRAFT in the university. It has an implication to the faculty development formation concerning CRAFT program and awareness on skills and productivity, (Thani, et al., 2021). Notwithstanding, productivity skills show unity, respect, and understanding that no one is left behind where camaraderie is observed from time to time where it influences support and improves the performance of every employee to make the school climate focus on strong relationships as one team in the educational system. It influences the leadership climate in the improvement of favorable educational leadership in teaching and learning skills. It focuses on school climate and implementation of school culture. It enhances school culture in a positive climate organization for faculty and student success, (Swart, Pottas, & Maree, 2021).

Notably, update training trends among the respondents show to design the capability of faculty to improve approach in teaching trends based on the needs of students' learning process where it helps to improve interactivity classroom through the trend of teaching utilizing the advanced technology for quality education output results. It analyzes training of teaching and learning in the school setting and organization success and performance of faculty development and formation. It focuses on tactical effect and capability of school organization value. The CRAFT provides expected benefits for faculty development through CRAFT on updated training trends and realization of teaching and learning framework. It focuses on adopting challenges in the current normal based on the updated training trends where CRAFT provided for faculty development formation programs. It identifies the gap and issues on the designed framework of the CRAFT training program. It leverages the strategic action on updated training trends demands and values adequate for faculty development formation and planning. It measures tools for updated training trends of CRAFT wisely for improved process of faculty development formation, (Sheikh, et al., 2021). Hence, updated training trends for CRAFT improves advanced technology for teaching approach on outcome-based teaching for students as centers of learning where it introduces classroom learning experiences in the educational setting and system for a tremendous change and improves teaching immersive methods. It provides a globalized trend in equipping faculties to facilitate

teaching and learning development process. It plays a significant role in the application of skills and knowledge based programs of CRAFT updated training trends, (Wu, et al., 2021).

Lastly, development of teaching management among the respondents shows to define best possible teaching and development management to emphasize positive behavior for the learners-based needs teaching process where it determines to provide positive reward and behavior in teaching and learning during the delivery of the module. It evaluates and monitors faculty performance which is flexible and as based on continuous support expectation on accomplishment of the goals in the school system and organization efficiency and effectiveness. It conceptualizes implementation of development teaching management of CRAFT program progress and principles. It evaluates teaching development management implementation program outcome school system. It integrates the practice of teaching management and development through the program of CRAFT, (Assefa, 2021). Nonetheless, development of teaching management shows to help and develops goals and accesses to educational systems that can be achieved effectively in development management teaching for faculty where it develops improved teaching management and implementation for teaching and learning to the fullest. It emphasizes teaching management development for faculties designs to be followed for effective strategies in teaching needs of students as the centers of learning. It focuses on the core values as to fortitude, excellence, and uprightness, (Prasetyo, et al., 2021, pp. 95-116).

CONCLUSION

The process of professional faculty development through course refresher in assessing and facilitating teaching learning among the respondents shows to create things simple, focus plan, and faculty to stay on set tasks for success and clear outcome where it improves productivity in focusing employee programs and benefits toward performance goals of the school organization. This includes the training update design capability of faculty to improve approach in teaching trends based on the needs of students' learning process.

Skills productivity shows to improve focus of employee programs and benefit toward performance goals of the school organization to encourage employees to focus and maintain performance skills and productivity improvement. This includes motivation of employees in the most difficult time and crucial understanding of individual work.

School culture shows to build strong relationships, which is one of the core values of Higher Education Institutions to breed positive culture where it strengthens positive behavior of employees to reinforce better school culture in the educational system of the university. This includes unity, respect, and understanding that no one is left behind where camaraderie is observed from time to time.

Update training trends show the design capability of faculty to improve approach in teaching based on the needs of students' learning process where it helps to improve interactive classroom teaching utilizing advanced technology for quality education output results. This includes improvement of advanced technology for teaching approach on outcome-based teaching for students as the centers of learning.

Development of teaching management shows to define best possible teaching and development management to emphasize positive behavior for the learners-based needs teaching process where it determines to provide positive reward and behavior in teaching and learning during the delivery of the module. This includes development of goals and access to an educational system that can be achieved effectively in development management teaching for faculty.

Conflict of Interest Statement

The author declares no conflict of interest.

About the Author

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